

**To:** Principals and Charter School Directors

**From:** Billie J. Orr, Ed.D.

**Date:** January 8, 2000

**Subject:** Stanford 9 Grade 1 Reading - Spring 2001 Administration

As educators, we all recognize that learning to read early and well is critical for a child's future success. In fact, we know from current research that a child who does not learn the reading basics early is unlikely to learn them at all. The goal of the America Reads Challenge, that all students will read independently and well by grade 3, and the subsequent Reading Excellence Act of 1999 in support of "read by 3," have brought national attention and emphasis to early reading instruction.

In Arizona, we continue to explore the ways and means by which all students can meet the standards we have set, thus ensuring that all students will be proficient readers by grade 3. A first step in reaching the "read by 3" benchmark is to determine how our students are doing in their early reading development at both the individual and state levels. Therefore, **we are pleased to begin assessing first graders in reading on the Stanford 9 for the first time in spring 2001.** Results from this assessment will provide parents and teachers information early on about a child's early reading development, thus enabling them to provide intervention and enrichment for individual children. Likewise, schools will be able to use the information to make adjustments to their reading programs in order to maximize achievement for all students.

We have enclosed information about the test content, including a crosswalk between the Arizona Academic Standards in Reading (Readiness and Foundations Levels) and the *Stanford Achievement Test, Ninth Edition, Grade One*, and a practice test for the full battery with Directions for Administration (DFA). Please share and review these materials with your first grade staff. Upon review, one will recognize that the reading subtests do, in fact, reflect the developmental process-oriented nature of good reading instruction and the skills that are a primary focus of that process. **We are only administering the Reading subtest;** however, some schools have expressed interest in administering the full battery. If you are interested in this option, please contact Mickey Geenen at Harcourt Educational Measurement (480-941-1977). Inquiries and orders for the full battery must be placed by February 2, 2001; purchase will be **the school/district's responsibility.** Student practice tests will be provided and shipped to schools in February free of charge to schools. Note that all Harcourt materials are protected by copyright and may not be duplicated.

The purpose of administering the Stanford 9 Reading at first grade is to gain statewide norm-referenced information about our children's early reading development and specifically, the transition from acquiring pre-reading skills to the construction of meaning in written selections. We believe the information we gain from this assessment will help us make the policy and program decisions at the school, district and state levels that will provide the opportunity for all children to "read by 3" and have the necessary foundation for a successful future. We thank you in advance for your cooperation in this endeavor.

Cc: District Superintendents, District Test Coordinators

## **Overview of Stanford Achievement Test, Ninth Edition First Grade Spring 2001 Reading**

**The three subtests required for all first grade students are as follows:**

- **Word Reading**
- **Word Study Skills**
- **Reading Comprehension**

### **Description of the subtests:**

**Word Reading** – This subtest assesses students' word recognition skills. Students are asked to look at a picture and recognize correct words associated with the picture. Students must read three words and choose the one word that tells about the picture.

There are 30 items in this Word Reading subtest; the time limit is 25 minutes.

**Word Study Skills** – This subtest assesses decoding skills in two sections, structural analysis and phonetic analysis.

The structural analysis section assesses the ability of the student to recognize compound words, contractions, and words containing inflectional endings.

The phonetic analysis section assesses the students' ability to recognize relationships between sounds and letters. Emphasis at this level is on single consonants, short and long vowel sounds, consonant digraphs and consonant clusters.

There are 36 items in this Word Study Skills subtest; the time limit is 20 minutes.

**Reading Comprehension** – This subtest assesses students' ability to comprehend written passages. There are three sections, each using a different format in the Reading Comprehension subtest. The test begins with shorter passages and moves to longer passages by the end of the subtest.

In the first section, students read two short sentences and then choose the picture described by the sentences.

The second section requires students to look at a picture and choose the word that completes a sentence that would tell about the picture.

The final section features reading passages with comprehension questions.

There are 40 items in the Reading Comprehension subtest; the time limit is 40 minutes.

# A Match between Arizona Academic Standards (Reading) and the Stanford Achievement Test, Ninth Edition

## GRADE ONE

ARIZONA LANGUAGE ARTS STANDARDS Reading Concepts and Performance Objectives	STANFORD 9, PRIMARY 1 Multiple Choice Questions
<p><b><i>STANDARD 1: READING</i></b></p> <p>Students learn and effectively apply a variety of reading strategies for comprehending, interpreting and evaluating a wide range of texts including fiction, nonfiction, classic and contemporary works.</p> <p><b>READINESS (Kindergarten)</b>  <i>Students know and are able to do the following:</i></p>	
<ul style="list-style-type: none"> <li><b>R-R1. Identify characters in a story and retell stories in sequence</b>  <i>After listening to a selection:</i></li> </ul>	
PO 1. Identify main characters	
PO 2. Retell storyline in sequence	
<ul style="list-style-type: none"> <li><b>R-R2. Predict elements and events in a story</b>  <i>After listening to a selection:</i></li> </ul>	
PO 1. Make predictions based on title, cover, illustrations, text	
<ul style="list-style-type: none"> <li><b>R-R3. Identify facts in nonfiction material</b>  <i>After listening to a selection:</i></li> </ul>	
PO 1. Identify facts from nonfiction material	
<ul style="list-style-type: none"> <li><b>R-R4. Use phonetic skills to decode simple words</b></li> </ul>	
PO 1. Identify consonant sound/symbol relationships in the context of words	WSS 5-8, 13-36
<ul style="list-style-type: none"> <li><b>R-R5. Comprehend the meaning of simple written selections, using prior knowledge, letter/sound relationships and picture clues</b></li> </ul>	
PO 1. Demonstrate an understanding of print concepts (e.g., directionality, pictures, letters, words, return sweep, book handling skills)	WSS 5-36
PO 2. Derive meaning from picture clues	
PO 3. Derive meaning from illustrations/print using prior knowledge/experience	WSS 5-36
PO 4. Derive meaning from print using sound/symbol relationships	WSS 5-36

**Key:**

**WR = Word Reading**

**WSS = Word Study Skills**

**RC = Reading Comprehension**

**GRADE ONE**

<b>ARIZONA LANGUAGE ARTS STANDARDS Reading Concepts and Performance Objectives</b>	<b>STANFORD 9, PRIMARY 1 Multiple Choice Questions</b>
<b>STANDARD 1: READING Continued</b>	
<b>FOUNDATIONS (Grades 1-3)</b> <i>Students know and are able to do all of the above and the following:</i>	
<ul style="list-style-type: none"> <li><b>R-F1. Use phonetic skills to decode words</b></li> </ul>	
PO 1. Decode words in context using beginning, middle and final letter/sound relationships	WR 1-30 WSS 5-8, 13-36
<ul style="list-style-type: none"> <li><b>R-F2. Use word recognition and decoding strategies such as phonetic skills, context clues, picture clues, word order, prefixes and suffixes to comprehend written selections</b></li> </ul>	
PO 1. Derive meaning from a written selection using :	
Reading/Decoding strategies	RC 1-40 WR 1-30 WSS 1-36
Phonetic clues	WR 1-30 WSS 5-8, 13-36
Context clues	RC 22 WR 1-30
Picture clues	RC 1-20 WR 1-30
Word order	RC 1-20
Structural analysis (e.g., prefixes, suffixes)	WSS 1-12
Word recognition	RC 1-40 WR 1-30 WSS 1-4, 9-12
<ul style="list-style-type: none"> <li><b>R-F3. Use reading comprehension strategies such as drawing conclusions, summarizing, making predictions, identifying cause and effect, and differentiating fiction from nonfiction</b></li> </ul>	
PO 1. Draw conclusions based on the text	RC 1-5, 21, 23, 24, 26-28, 30, 32, 33, 39, 40
PO 2. Restate information from a reading selection	RC 22, 25, 29, 31, 34-38
PO 3. Predict events, actions and behaviors using prior knowledge and/or details to comprehend a reading selection	RC 32, 39, 40
PO 4. Identify cause-and-effect relationships	RC 19, 21, 24, 27, 29-33, 39, 40
PO 5. Differentiate fiction and nonfiction texts	

**GRADE ONE**

<b>ARIZONA LANGUAGE ARTS STANDARDS Reading Concepts and Performance Objectives</b>	<b>STANFORD 9, PRIMARY 1 Multiple Choice Questions</b>
<b>STANDARD 1: READING Continued</b>	
<b>FOUNDATIONS Continued</b>	
<ul style="list-style-type: none"> <li><b>R-F4. Identify facts and the main idea, sequence events, define and differentiate characters, and determine an author's purpose in a range of traditional and contemporary literature</b></li> </ul>	
PO 1. Identify the main idea and relevant facts in a reading selection	RC 22, 25, 34, 35, 38
PO 2. Sequence a series of events from a reading selection	RC 38
PO 3. Compare characters (e.g., traits, roles, similarities, differences) in a reading selection	RC 22, 39
PO 4. Identify the author's main purpose (e.g., to inform, to entertain, to persuade, to describe) in a reading selection	
<ul style="list-style-type: none"> <li><b>R-F5. Analyze selections of fiction, nonfiction and poetry for their literary elements such as character, setting, plot, sequence of events and organization of text</b></li> </ul>	
PO 1. Compare characters, plot (including sequence of events), settings across reading selections	
PO 2. Explain whether the events in the reading selection are real or fantasy	
PO 3. Describe structural elements of poetry (e.g., rhyme, rhythm, repetition)	
PO 4. Describe the literary elements of fiction and nonfiction	RC 21-25, 27-29, 33-35, 38
<ul style="list-style-type: none"> <li><b>R-F6. Read and comprehend consumer information such as forms, newspaper ads, warning labels and safety pamphlets</b></li> </ul>	
PO 1. Explain the meaning of specific signs (e.g., traffic, safety, warning)	RC 29-31
PO 2. Restate information found in consumer literature (e.g., safety pamphlets, newspapers, catalogs)	RC 29-31, 36, 37
PO 3. Compare information in written advertisements	
PO 4. Fill out a variety of forms (e.g., contest entry, requests for information)	
<ul style="list-style-type: none"> <li><b>R-F7. Follow a list of directions and evaluate those directions for clarity</b></li> </ul>	
PO 1. Follow a set of written directions	RC 29-31, 36, 37
PO 2. Evaluate written directions for sequence and completeness	

**GRADE ONE**

<b>ARIZONA LANGUAGE ARTS STANDARDS Reading Concepts and Performance Objectives</b>	<b>STANFORD 9, PRIMARY 1 Multiple Choice Questions</b>
<b><i>STANDARD 1: READING</i> Continued</b>	
<b>FOUNDATIONS Continued</b>	
<ul style="list-style-type: none"> <li><b>R-F8. Recognize the historical and cultural perspectives of literary selections</b></li> </ul>	
PO 1. Identify similarities and differences relating to theme, plot, setting, character and point of view in literature from different cultures	
PO 2. Compare real-life experiences to events, characters and conflicts in literary selections from different cultures	
PO 3. Recognize that some words in literary selections come from a variety of cultures	